DOCUMENT RESUME

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ABSTRACT

The bibliography contains 57 references selected from Exceptional Child Education Abstracts relating to reading methods and problems applicable to handicapped children. One in a series of over 50 similar selected listings concerning the education of the gifted or handicapped, the bibliography cites research reports, conference papers, journal articles, texts, and program guides on such topics as diagnosis and remediation, dyslexia, skill development, perceptual handicaps, and instructional materials. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry. Author and subject indexes are also included. (RD)

ED051594

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READING METHODS AND PROBLEMS

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

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The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

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ABSTRACTS

ABSTRACT 10361

EC 01 0361 ED 015 580
Publ. Date 65
Bernstein, Bebe
Readiness and Reading for the Retarded Child.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; teaching methods; reading; readiness (mental); educable mentally handicapped; teaching guides; reading instruction; curriculum guides; beginning reading; children; classroom environment; curriculum; enrichment activities; instructional materials; learning activities; lesson plans; primary education; primary grades; reading development; reading materials; reading programs; reading readiness; teaching procedures; workbooks

Designed to accompany two workbooks, this teacher's book and manual presents a functional approach to readiness and reading for young educable retarded children. The workbooks themselves offer preparatory activities for children at the readiness level and sequential activities and materials for those at the beginning reading stage. The teacher's book supplies background material for both workbooks, deals with a favorable classroom atmosphere, and includes the contents of both workbooks. The theme of the workbooks centers around the home providing meaningful material to the child. The topics considered are Family Health and Hygiene, Eating Habits and Food, Recreation in the Home, Living in a House, Safety in the Home, Care of Clothes, and Manners and Courtesy. An explanation of the construction of the reading materials presented in the workbooks gives general and specific directions to the teacher. The recommended method (general considerations, directions for the actual lessons, and suggested application of the lessons) is presented. In considering the implementation of the theme, the book outlines the objectives, includes topic lesson sheets, suggests enrichment experiences and activities, and lists related reerences and materials. A discussion of classroom management is included. The vocabulary and concepts related to each topic area for the reading group are listed. This document was published by the John Day Co., 62 West 45th Street, New York, New York 10036, and is available for $4.95. (MY)

ABSTRACT 10393

EC 01 0393 ED 013 002
Publ. Date 67
Delacato, Carl H.
The Diagnosis and Treatment of Speech and Reading Problems.
EDRS not available

Descriptors: exceptional child education; learning disabilities; communication (thought transfer); diagnostic tests; clinical diagnosis; neurological organization; neurologically handicapped; speech handicapped; dyslexia; minimally brain injured; neurology; neurological defects; children; adolescents; language handicaps; speech improvement; reading improvement; learning theories; lateral dominance

The basic thesis of the author is that the nervous system of man has evolved from a very simple to a very complex mechanism. Man has achieved cortical dominance wherin one side of the cortex controls the skills which separate man from other animals. This evolutionary process must be recapitulated ontogenetically or mobility and communication difficulties appear. To remedy the situation, those areas of neurological organization that are incomplete or absent must be taught to or imposed on the nervous system through adequate practice at the various levels of cortical development. The author discusses the phylogeny and ontogeny of neurological development. He relates neurological organization to brain injury and presents several diagnostic and treatment procedures for speech and reading problems. A 95-item bibliography is included. This document was published by Charles C Thomas, Publisher, Springfield, Illinois, and is available for $6.75. (RS)

ABSTRACT 10414

EC 01 0414 ED 014 174
Publ. Date 64
Critchley, Macdonald
Developmental Dyslexia.
EDRS not available

Descriptors: exceptional child education; learning disabilities; reading; dyslexia; reading difficulty; adolescents; adults; children; incidence; neurology; teaching techniques; visual perception; etiology; vocabulary; clinical diagnosis; medical evaluation; educational diagnosis

Dyslexia is defined as a form of verbal amnesia in which the patient has lost the memory of the conventional meaning of graphic symbols. Developmental dyslexia has long been the subject of professional disputes in medicine, education, and psychology. The book traces the growth of knowledge about dyslexia and describes conflicting ideas as to nature and causation. A chapter tracing history and terminology is followed by chapters dealing with clinical manifestations (developmental dyslexia as a constitutional, genetically determined phenomenon), diagnosis, ophthalmological aspects, neurological aspects, and genetic properties. Estimating the size of the problem is difficult because dyslexics are sometimes lost in the general population of poor readers. The problem (estimated in different parts of the world from 5 percent to 25 percent of school children) is considered great enough to merit special educational attention. Final chapters deal with psychiatric reactions of the dyslexic, cerebral immaturity as a possible causative factor, and educational implications. In the author's opinion, the dyslexic, properly motivated, will benefit from intensive training in a special education setting. A bibliography of 377 items is included. This document was published by Charles C Thomas, Publisher, Springfield, Illinois, and is available for $5.50. (JB)

ABSTRACT 10521

EC 01 0521 ED 023 216
Publ. Date 68 91p.
Edgington, Ruth; And Others
Helping Children with Reading Disability.
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($1.00).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; instructional materials; eye hand coordination; phonics; auditory training; writing; spelling; kinesthetic perception; dyslexia; instructional aids

Intended for parents helping their children with reading disabilities, the book describes specific activities in eight areas. The eight areas include general suggestions for the study period, hand and eye coordination activities, phonics training, ear training, reading, relaxation activities, muscle memory, writing, and spelling. Thirteen approaches to and methods of teaching are specified. The appendix lists instructional materials, including commercial work- and textbooks and programs, as well as other materials. Twenty-seven aids are also illustrated. (LE)

ABSTRACT 10542

EC 01 0542 ED 023 237
Publ. Date 21 Jun 68 384p.
Natchez, Gladys, Ed.
Children with Reading Problems; Classic and Contemporary Issues in Reading Disability. Selected Readings.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 ($8.95).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; identification; resource materials; research reviews (publications); learning theories; personality theories; motivation; neurological handicaps; dyslexia; socioeconomic influences; clinical diagnosis; psychoeducational processes; reading skills; etiology

Intended for the student and teacher, primary source material is presented on theories and research relating to reading disability. Conflicting concepts of human development are discussed in the overview. Emotional, neurophysiological, and cultural factors involved in causation are evaluated in 18 papers, diagnostic considerations in eight, and treatment in the classroom and of children with severe reading disability in 15 papers. Twenty-six tables, 18 figures, and references are included; a 26-item bibliography is provided. (LE)

ABSTRACT 10669

EC 01 0669 ED N.A.
Publ. Date 66 423p.
Money, John, Ed.; Schiffman, Gilbert, Ed.
The Disabled Reader; Education of the Dyslexic Child.
EDRS not available
The Johns Hopkins Press, Baltimore, Maryland 21218 ($8.50).

Descriptors: exceptional child education; learning disabilities; teaching methods; reading; reading ability; remedial instruction; remedial programs; dyslexia; perceptually handicapped; lateral dominance; language handicaps; initial teaching alphabet; linguistics; phonics; morphophonemics; kinesthetic methods; spelling; behavior theories; experimental psychology; perceptual motor coordination; case studies (education)

Twenty-two papers consider theories of reading disability and various teaching methods. Disorders of spelling, linguistics, developmental factors in reading and writing backwardness, reading as operant behavior, experimental psychology of learning to read, the epidemiology of reading retardation and a program for preventive intervention, and learning and not learning to read are discussed. Teaching methods presented as alternatives to the whole word method are the Orton-Gillingham approach, tracing and kinesthetic techniques, the Initial Teaching Alphabet, the morphologico-algebraic approach, the color phonics system and the progressive choice reading method; mature content for immature skills and program administration in a school system are included. Case histories illustrate space-form deficit, directional rotation and poor finger localization, conceptual idiosyncrasy, phonemic-graphemic matching defect, arrested literacy, and the developmental Gerstmann syndrome. A critique on teaching reading is presented. A glossary, a bibliography, and a selected bibliography of tests are included. (LE)

ABSTRACT 11523

EC 01 1523 ED 029 425
Publ. Date 67 86p.
Trboyevich, Goldie, Comp. And Others
A Bibliography: Easy Reading for Deaf Children.
Tennessee University, Knoxville, Southern Regional Media Center For The Deaf
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-29-00235-0235

Descriptors: exceptional child education; aurally handicapped; annotated bibliographies; childrens books; reading materials; supplementary reading materials; fiction; reading level

An annotated bibliography of books for use by deaf children contains 312 selections. Selections are supplemental rather than basic, are designated as primary, intermediate, or advanced, include books published between 1960 and 1966, are marked E (easy) or F (fiction) or have Dewey classification numbers, and are marked for price. A title index and a subject index for nonfiction books are provided. (RJ)

ABSTRACT 11532

EC 01 1532 ED 029 434
Publ. Date 68 86p.
Thomas, Janet K.
Teaching Reading to Mentally Retarded Children.
EDRS not available
T. S. Denison And Company, Inc., 5100 West 52nd Street, Minneapolis, Minnesota 55431 ($4.98).

Descriptors: exceptional child education; mentally handicapped; reading; teaching methods; instructional materials; reading readiness; developmental reading; independent reading; phonics; group reading; programed materials; reading ability; educational games; trainable mentally handicapped; worksheets; teacher developed materials; bulletin boards; educable mentally handicapped; student projects

Suggestions are provided for teaching reading to retarded children. Methods discussed are reading areas readiness, developmental skills, phonics, independent reading, choral reading, group instruction, and individualized reading and programed reading. Also considered are the effect of mental retardation on learning to read, the school program, means of instruction, games and play activities, teaching for meaning, daily work schedules, and reading for trainable retardates. Over half of the book consists of illustrations, including 23 of teacher made exercises, 19 of teacher made games and devices, four of bulletin board suggestions, and five of miscellaneous devices. (JK)

ABSTRACT 11699

EC 01 1699 ED 030 254
Publ. Date Dec 68 57p.
Restaino, Lillian C. R.
Identification, Assessment and Prediction of Reading Competency in Deaf Children. Final Report.
Lexington School For The Deaf, New York, New York
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-42-0000-6032
BR-6-1203

Descriptors: exceptional child research; aurally handicapped; reading ability; reading skills; reading difficulty; abstraction levels; memory; visual discrimination; serial ordering; linguistic competence; tests; visual perception: cognitive processes

To investigate the underlying factors of visual discrimination, memory, rule abstraction, language, and serial ordering in reading success, 79 poor and 65 good deaf readers were administered a battery of tests. Poor readers were deficient in lower-order visual discrimination and memory abilities; higher-order visual discrimination skills were important to success for good readers. Higher-order rule abstraction skills were important for continued progress by the relatively successful readers; however, lower-order rule abstraction was important to successful visual discrimination at initial levels of reading for poor readers as well. Successful rule abstraction was significant at all levels of reading; and visual discrimination (visual search and sequencing) was significant to the advanced reader for the processing of higher-level printed text. Implications were that rule abstraction is important at all levels of the reading process, visual discrimination activities at prereading and higher reading levels should be re-evaluated, and investigation is needed to determine sentence structures that are obstacles to progress beyond intermediate levels of reading. (Author/RJ)

ABSTRACT 11761

EC 01 1761 ED N.A.
Publ. Date 30 Nov 67 4p.
Schmitt, Earl P.
Some Considerations Regarding Dyslexia, Vision and Optometry.
EDRS not available
Optometric Weekly; V58 N48 P17-20, 30 Nov 1967

Descriptors: exceptional child research; learning disabilities; visually handicapped; reading; dyslexia; optometrists; visual perception; reading difficulty; research reviews (publications)

Research on the relationship between optometry and the problems of the poor reader or dyslexic child is discussed, and studies of the influence of vision on school performance are described. Also covered are estimates of the prevalence of school children with reading difficulties; the refractive status of poor readers; the effect of anisametiopia on reading performance; reading failure and visual anomalies; and dyslexia as a primary or secondary factor in emotional disturbance. (SN)

ABSTRACT 11870

EC 01 1870 ED N.A.
Publ. Date 64 258p.
Roswell, Florence; Natchez, Gladys
Reading Disability; Diagnosis and Treatment.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York 10016 ($5.50).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; dyslexia; reading instruction; reading improvement; instructional materials; reading materials; reading comprehension; reading skills; word recognition; vocabulary development; remedial reading; psychotherapy; case studies (education); educational diagnosis; etiology; identification; underachievers

The causes, diagnosis, and treatment of reading disability are examined; the nature of reading disability is defined; and the diverse characteristics of students with reading disability are considered. A multidisciplinary approach to treatment is advanced, and the varied causes and their interfunctioning are analyzed. Diagnosis is approached from two angles: the contributions and means of investigation of both the teacher and the psychologist. Aspects of treatment described include psychotherapeutic principles as applied to remedial reading instruction, the major methods of teaching word recognition, and the application of its techniques within a group or individual setting. Basic components and remedial methods connected with developing comprehension, study skills, and vocabulary are also explained. The scope of the discussion is extended by applying principles to pupils of widely differing ages and stages of achievement and describing remedial techniques for older pupils with severe reading disability as well as methods for helping the bright high school student who is not achieving up to capacity. Case histories illustrating various facets of the problem are presented. The appendixes offer representative tests; listings of selected books by grade level; descriptions of games, devices, and workbooks; and word lists. (JM)

ABSTRACT 11984

EC 01 1984 ED N.A.
Publ. Date 24 Dec 68 296p.
Dechant, Emerald
Diagnosis and Remediation of Reading Disability.
EDRS not available
Parker Publishing Company, Inc., Village Square Building, West Nyack, New York 10994 ($8.95).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; instructional materials: dyslexia; reading difficulty; testing; remedial reading, clinical diagnosis; instructional materials; identification; prevention; remedial reading programs; reading instruction; program planning; individualized instruction

Intended for the classroom teacher, the text presents methods for preventing, diagnosing, and remediating reading problems. Areas considered include identification of the difficulty, diagnostic testing, investigation of causes, and organization and implementation of remediation. A survey of reading methods is provided, along with a discussion of meeting the individual needs of children whose reading problems are compounded by other handicapping conditions. Various remedial procedures are described; guidelines are offered and materials listed in the areas of skill improvement materials, audiovisual materials, mechanical devices, and professional books. Information is appended regarding the following: tests of intelligence and reading readiness as well as reading survey, diagnostic reading, and oral reading tests; the role of the reading specialist; and 43 test and 231 book publishers. (LE)

ABSTRACT 20240

EC 02 0240 ED N.A.
Publ. Date Apr 69 310p.
Strang, Ruth
Diagnostic Teaching of Reading.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; reading; teaching methods; reading diagnosis; remedial reading; reading tests; interviews; case studies (education); reading instruction; diagnostic tests; classroom observation techniques; reading skills; diagnostic teaching; evaluation methods; learning disabilities; teacher role; oral reading; reading interests; dyslexia

Designed for a first course in the diagnosis of reading difficulties or for a major part of a comprehensive course in the teaching of reading, the text clarifies diagnostic theory, develops applications, and suggests specific ways to carry out the procedures described. Specific examples and cases illustrate the use of various diagnostic and remedial procedures at both elementary and secondary school levels. Excerpts from recorded interviews form the basis of a study of interview techniques. Discussions of group methods include the role of the teacher in diagnosis, observation in the classroom, oral reading as a diagnostic technique, introspective-retrospective reports, ascertaining interests, and the contribution of tests. Individual methods featured are physical factors in reading diagnosis, reading tests administered individually, indicators of reading potential, interview techniques projective methods, and interpretation, synthesis, and treatment. Each chapter includes references and suggested readings. (LE)

ABSTRACT 20249

EC 02 0249 ED N.A.
Publ. Date Jan 67 564p.
Bond, Guy L.; Tinker, Miles A.
Reading Difficulties: Their Diagnosis and Correction.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($7.50).

Descriptors: exceptional child education; reading; reading instruction; reading diagnosis; remedial instruction; learning disabilities; dyslexia; individual differences; teaching methods; individualized instruction; etiology; physical fitness; adjustment (to environment); diagnostic tests; reading tests; word recognition; reading comprehension; reading speed; case studies (education); reading difficulties

The principles of reading instruction and the nature and causes of reading difficulties are discussed, and the diagnosis of reading difficulties is described in terms of general principles, analysis, and specific approaches. Remedial treatment techniques considered are basic principles, development of comprehension abilities, correcting word-recognition difficulties, treating orientation problems, overcoming specific defects, and improving reading for content and comprehension. Also treated are special reading problems. Appendixes list reading tests, teaching and remedial reading resources, monographs, pamphlets, conference reports, selected sources of graded book lists, sources of materials, and bibliographies of literature. (KN)

ABSTRACT 20379

EC 02 0379 ED N.A.
Publ. Date 67 168p.
Downing, John And Others
The i.t.a. Symposium.
National Foundation For Educational Research, London, England
EDRS not available
King, Thorne, And Stace, Ltd., School Road, Hove, Sussex, England.

Descriptors: reading research; initial teaching alphabet; spelling; English; reading instruction; handwriting; reading achievement; evaluation; research reviews (publications)

Presented is a report on research into the effects of simplifying and regularizing English orthography upon the learning of reading and writing. After presenting some historical background into the development of the initial teaching alphabet (i.t.a.), the first experiment was discussed and evaluated. Conclusions made on the basis of these results were that i.t.a. as an example of a transitional writing system for beginning reading and writing in English generally produced superior results in traditional orthography (t.o.) reading, and in t.o. spelling by the end of the third year of school; the success of i.t.a. in improving t.o. literacy skills occurred in spite of an important setback in the growth of these basic skills at the stage of transition from i.t.a. to t.o.; and the t.o. of English was a serious cause of difficulty in the early stages of learning to read and write. Tables, graphs, and professional evaluations are included. (PF)

ABSTRACT 20407

EC 02 0407 ED N.A.
Publ. Date Apr 67 260p.
Wilson, Robert M.
Diagnostic and Remedial Reading for Classroom and Clinic.
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 ($5.95).

Descriptors: exceptional child education; teaching methods; reading; identification; student characteristics; educational diagnosis; clinical diagnosis; remedial reading; reading comprehension; vocabulary; parent role; special programs; instructional materials; specialists; dyslexia; teacher role; testing; administrator responsibility; learning disabilities

Providing a communication link between the classroom teacher and the reading therapist, the text provides guidelines and specific, tested methods which will give success and satisfaction to the problem reader. Chapters deal with the followng topics: characteristic traits and reactions of problem readers; basic, noneducational, and educational diagnosis; principles of remediation and remedial techniques for orientation, vocabulary, and comprehension difficulties; evaluation in remedial reading; parents' role in diagnosis, remediation, and prevention; and professional responsibilities and programs. Suggested readings are listed at the close of each chapter. Appended charts describe 38 diagnostic instruments and 59 remedial materials and provide addresses of publishers of instructional materials. (JD)

ABSTRACT 20471

EC 02 0471 ED N.A.
Publ. Date 69 151p.
Spache, George D., Ed.
Reading Disability and Perception, Volume 13, Part 3.
International Reading Association, Newark, Delaware
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.
Proceedings Of The Annual Convention Of The International Reading Association (13th, Boston, Massachusetts, April 24-27, 1968).

Descriptors: exceptional child research; learning disabilities; reading; perception; identification; dyslexia; reading difficulty; clinical diagnosis; visual perception; perceptual motor coordination; perceptual motor learning; remedial reading programs; remedial instruction; research reviews (publications); reading failure; reading difficulty; lateral dominance; neurologically handicapped; psychoeducational processes

Included are three papers on interpretations of dyslexia, six papers on the identification of dyslexics, two discussions of the role of visual perception, three approaches to the treatment of dyslexia, three methods of improving perception, and a satirical forecast of diagnosis and remediation of dyslexia in 1980. (AB)

ABSTRACT 20598

EC 02 0598 ED 011 809
Publ. Date 66 63p.
Lambeth, Joanne
What Optometry and Its Related Fields Have to Offer the Reading Teacher.
Optometric Extension Program, Duncan, Oklahoma
EDRS mf,hc

Descriptors: exceptional child research; reading; teaching methods; low achievers; reading research; reading materials; reading programs; glossaries; lateral dominance; optometrists; perception; psychomotor skills; Duncan

Methods, procedures, and techniques for teaching reading, especially to low and nonachievers, which differ from traditional classroom practices are described in this paper and evaluated in terms of recent research in the area of reading. These methods are closely related to the field of optometry and are concerned with problems of lateral dominance, perceptual ability, and motor skills. References are provided for each method. A glossary of optometric terms and a bibliography are included. (RH)

ABSTRACT 20600

EC 02 0600 ED 012 230
Publ. Date 66 81p.
Black, Millard H. And Others
Teaching the Educable Mentally Retarded Child to Read.
Los Angeles City Schools, California
EDRS mf,hc
LACS-DB-EC-106

Descriptors: exceptional child education; mentally handicapped; reading; teaching methods; curriculum; educable mentally handicapped; elementary grades; reading instruction; curriculum guides; reading programs; reading skills; learning activities; reading development; perceptual development; skill development; Los Angeles

An instructional bulletin designed to assist teachers of the educable mentally retarded child in the development of reading skills is divided into four sections: an introduction, a discussion of the developmental sequence necessary for effective reading instruction, suggestions for stimulating the development of those factors, and some procedures for effective reading instruction. An appendix presents activities for developing sensory perception and discrimination, for practicing the skills developed in specific reading lessons, and for independent practice or drill. (BK)

ABSTRACT 20650

EC 02 0650 ED N.A.
Publ. Date 67 35p.
Robinson, Helen M. And Others
Physiology and Psychology of Reading.
EDRS not available
Reading Research Quarterly; V2 N2 P22-56 Win 1966-67

Descriptors: exceptional child research; learning disabilities; reading; learning; sex differences; language ability; visual perception; auditory perception; vocabulary; reading difficulty; personality; reading interests; readability; research reviews (publications); dyslexia; intelligence

Areas of research reviewed are physiology and psychology of reading (two studies), sex differences (two), intellectual abilities and reading (nine), modes of learning (five), experiments in learning related to reading (nine), visual perception and reading (six), auditory perception (three), and reading and language abilities (11). Also surveyed are six studies on vocabulary, three on laterality and reading, 10 on other factors related to reading, 14 on factors related to reading disability, 16 concerning personality and reading, five on reading interests, four dealing with factors in interpretation, and 15 on readability and legibility. (RJ)

ABSTRACT 20662

EC 02 0662 ED N.A.
Publ. Date Oct 66 144p.
DeHirsch, Katrina And Others
Predicting Reading Failure.
Columbia-Presbyterian Medical Center, New York, New York, Pediatric Language Disorder Clinic
Health Research Council, New York, New York
EDRS not available
Harper And Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016 ($5.95).

Descriptors: exceptional child research; learning disabilities; identification; reading; tests; predictive measurement; preschool children; preschool evaluation; reading readiness; reading achievement; perceptual motor coordination; spelling; writing; minimally brain injured; reading failure; followup studies; prediction; premature infants; maturation; dyslexia

Presented are the results of a study to predict reading, writing, and spelling disabilities among preschool children. Thirty boys and 23 girls from lower middle class backgrounds with a medium age of 5 years 10 months and IQ's between 84 and 116 were administered 37 tests. The tests, presumed to reflect perceptual motor and linguistic competencies essential to later academic achievement, were correlated with end-of-first grade and end-of-second grade academic performance in reading, writing and spelling. The measures most predictive of later academic performance were identified and a battery of selected instruments to identify preschool children who present high risk of becoming future academic failures was recommended for psychologists and teachers. Supplementary analyses of failing readers and prematurely born children used the entire test battery. Clinical observations and study results were used to formulate recommendations for educational diagnosis and teaching. (AB)

ABSTRACT 20691

EC 02 0691 ED N.A.
Publ. Date Aug 69 349p.
Pitman, Sir James; St. John, John
Alphabets and Reading; The Initial Teaching Alphabet.
EDRS not available
Pitman Publishing Corporation, 6 East

43rd Street, New York, New York 10017 ($10.00).

Descriptors: exceptional child education; initial teaching alphabet; reading; dyslexia; reading processes; reading failure; spelling; language patterns; alphabets; research reviews (publications); teacher attitudes; remedial instruction; research needs; teaching methods

An interpretation of the psychological, linguistic, and conceptual processes involved in communication precedes discussions of the following: an analysis of teaching methods, an investigation of the shortcomings of the Roman alphabet and English spelling, and an exploration of the numerous teaching and reformed alphabets. The structure of the Initial Teaching Alphabet (i.t.a), its employment in teaching, a summary of the main i.t.a. research findings, and descriptions of teachers' experiences in using i.t.a. with remedial classes, the educationally retarded, and the partially sighted and deaf are discussed. The final chapter introduces world i.t.a. as a method of acquiring English as a second language. Appendixes include analyses of irregular spellings, comparative tables of reformed alphabets, a summary of the growth of i.t.a. in the United States, and a bibliography. (KN)

ABSTRACT 20709

EC 02 0709 ED N.A.
Publ. Date 66 345p.
Gillingham, Anna; Stillman, Bessie W.
Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship.
EDRS not available
Educators Publishing Service, Inc., 301 Vassar Street, Cambridge, Massachusetts 02139.

Descriptors: exceptional child education; learning disabilities; language arts; reading; teaching methods; teaching guides; dyslexia; spelling; perceptually handicapped; handwriting; writing; dictionaries; case histories (education); phonics; phonetics; remedial instruction; auditory perception; visual perception

The challenge of specific disabilities is presented in case histories of nine children with reversals in visual or auditory memory of words or other material. After factors affecting student performance in remedial work are considered, equipment and materials are listed. The following areas are detailed: reading and spelling with phonetic words; words phonetic for reading but not for spelling; remedial training for upper grade and high school pupils; acquiring familiarity with sound symbols; expressing ideas in writing; certain spelling situations crystallized into rules; spelling generalizations based on phonics; handwriting; and dictionary technique. The appendix illustrates 27 drills. (DF)

ABSTRACT 20714

EC 02 0714 ED N.A.
Publ. Date 67 174p.
Cohn, Stella M.; Cohn, Jack
Teaching the Retarded Reader; A Guide for Teachers, Reading Specialists, and Supervisors.
EDRS not available
The Odyssey Press, Inc., 55 Fifth Avenue, New York, New York 10003.

Descriptors: exceptional child education; learning disabilities; remedial reading programs; dyslexia; professional personnel; instructional materials; identification; reading diagnosis; reading clinics; teacher role; teaching methods; recordkeeping; reading consultants; remedial teachers; program evaluation; program planning; interdisciplinary approach

A description of the retarded reader and considerations for an effective remedial program are provided; diagnosis, a reading clinic plan, the remedial teacher and the reading consultant are discussed; and evaluation of a special reading program is explained. Illustrations include a suggested plan for a reading clinic, photographs of materials, five professional personnel job analyses, and 20 forms. Appendixes provide a summary of statistics, professional bibliography, lists of books for four instructional levels, and examples of teacher-prepared materials. (LE)

ABSTRACT 20721

EC 02 0721 ED N.A.
Publ. Date 68 99p.
Arena, John I., Ed.
Building Spelling Skills in Dyslexic Children.
EDRS not available
Academic Therapy Publications, 1539 4th Street, San Raphael, California 94901 ($2.95).

Descriptors: exceptional child education; learning disabilities; spelling instruction; dyslexia; teaching methods; parent teacher conferences; visual discrimination; sensory training; diagnostic teaching; remedial instruction; visual perception; educational games; lingusitics; kinesthetic perception; handwriting; phonics; phonemes; initial teaching alphabet

Remedial approaches to spelling deficiencies specifically geared for the learning disabled are presented both in new articles and from some of the best articles of the Fall 1967 issue of Academic Therapy Quarterly. They were compiled with emphasis on creative methods and materials which utilize sensory modalities. Two unusual methods (writing, self-dictating method centered around a tape recorder and a non-visual technique involving sensory tracing) are explained. Other articles deal with discussions on spelling tests with suggestions for specific tests to use in a formal diagnostic evaluation, a technique for developing form constancy with suggestions for classroom games, characteristics and needs of a learning disabled child, a suggestion for an intermediate stage between motor-perceptual-visualization training and spelling competency, and criteria to be applied in judging improvement in spelling. A technique to determine auditory abilities as a method to develop visual-aural competencies, a discussion on the theory and practices of the i.t.a. and spelling, suggestions for diagnosis and remediation of spelling disabilities, and a technique which utilizes the sensory approach to spelling are detailed. Other articles present a discussion of the visual skill of spelling, a method for teaching spelling in a splash of color, an integrational approach to spelling, suggestions for nonconventional ways of administering and scoring spelling tests, a definition of the linguistic approach, a device to help teach memory for design, shapes and forms, a discussion of developmental teaching, suggestions for associative memory for spelling, remediation techniques for individual letter reversal reductions, a discussion of a technique of using three-dimensional texture for letter acquisition, ideas on auditory fusion and word forms as spelling techniques, and suggestions for time charts for poor spellers. Interspersed with the main articles are short creative ideas for possible classroom implementation. (WW)

ABSTRACT 20827

EC 02 0827 ED 032 693
Publ. Date 28 Aug 69 195p.
Ashlock, Patrick
Teaching Reading to Individuals with Learning Difficulties.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.75).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading instruction; teaching methods; instructional materials; historical reviews; tests; perception tests; intelligence tests; reading tests; educational therapy; remedial reading; administration; program planning; bibliographies

Intended to encompass individuals in need of special treatment, teachers, and areas of knowledge relevant to either or both groups, the text discusses the following subjects: the nature of reading; the nature of learning difficulties; the development of reading instruction in the United States; the development of instruction for children with learning difficulties in the United States; and educational therapy for persons with reading problems. Also considered are instructional approaches and materials for the reading disabled and the organization, implementation, and administration of reading programs. Sources of professional information for teachers of those with reading difficulties and a list of publishers' addresses are included. Wineva M. Grzynkowicz and Richard L. Dervin author three chapters. (RJ)

ABSTRACT 20831

EC 02 0831 ED 032 698
Publ. Date 69 81p.
Smith, Carl B. And Others
Treating Reading Disabilities: The Specialist's Role.
Indiana University, Bloomington

Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; reading; remedial reading; reading difficulty; educational diagnosis; testing; reading tests; instructional materials; remedial teachers; tutoring; reading programs; personnel needs; classrooms; student evaluation; inservice teacher education; individualized instruction

One of four books directed to reading specialists, the text provides information on methods for identifying problems that can be efficiently treated in a remedial reading group and on methods for handling these problems. Consideration is given to the scope of the problem and to three categories of disabilities. Levels of diagnosis, types of tests, environmental factors, and the use of tests are discussed. Also discussed are the following: selection of children, remedial classes, special equipment, and guidelines for effective programs; the role of the reading coordinator, tutoring, small group instruction, reteaching reading, a saturation program, junior high classes, working with parents, and full use of equipment; and the establishment of a remedial program, the extent of need, the establishment of objectives, personnel needs, the creation of facilities, purchase of material, schedules of treatment, regular evaluation, reports of results, and inservice programs. Appendixes include diagnostic and correctional procedures for specific reading skills and methods for individualizing instruction. (WW)

ABSTRACT 20875

EC 02 0875 ED 028 571
Publ. Date 69 382p.
Otto, Wayne, Ed.; Koenke, Karl, Ed.
Remedial Teaching: Research and Comment.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107.

Descriptors: exceptional child education; remedial instruction; research reviews (publications); underachievers; learning disabilities; dyslexia; tests; student evaluation; teaching methods; case records; reading; handwriting; arithmetic; spelling; written language

Following suggestions by the editors on how to evaluate their selections are 49 articles on research and on programs and procedures in remedial and corrective education. Papers included treat the following topics: problems of underachievement, correlates of learning disability, approaches to the diagnosis of learning problems, approaches to corrective and remedial teaching, the case report, reading, handwriting, arithmetic, spelling, and written expression. (JD)

ABSTRACT 20893

EC 02 0893 ED 020 593
Publ. Date 61 42p.
Smith, Edgar A., Comp.
Devereux Readability Index.
Devereux Foundation, Devon, Pennsylvania
EDRS not available
Devereux Foundation, Devon, Pennsylvania 19333.

Descriptors: exceptional child education; reading; booklists; reading material selection; readability; reading level; calculation; reading materials; evaluation techniques; evaluation methods; Devereux Schools

The readability of any book is determined by words and sentences which are used and which vary in difficulty from easy to hard. Presented here is a procedure by which teachers can determine the readability index of any book and translate the index to grade levels. The methods employed in the development of readability formulas and word lists are explained. A booklist of 139 books arranged by the Devereux Readability Index is included. Six tables and three figures present data, and a bibliography contains 18 references. (DF)

ABSTRACT 20982

EC 02 0982 ED 033 522
Publ. Date 69 102p.
Tomatis, Alfred
Dyslexia.
EDRS not available
University Of Ottawa Press, Ottawa, Ontario, Canada.

Descriptors: exceptional child education; learning disabilities; dyslexia; listening; auditory perception; auditory agnosia; historical reviews; teachers; physicians; psychologists; lateral dominance; auditory training; human posture

It is stated that dyslexia is a disorder of auditory origin. The meaning of dyslexia is divided into the medical and educational aspects of the disease in an attempt to lead the teacher to emphasize hearing in education rather than merely sight. The role of the teacher, doctor, and psychologist in the history of dyslexia is discussed. In dealing with the proposed concept of dyslexia, it is suggested that there is an interaction between audio and phonatory functions and that this function is important in reading. The methods of audio-psycho-phonologic diagnosis are treated along with audio-psycho-phonologic treatment using filtered music, the maternal voice, and electronic auditory equipment. The conclusion reached is that better listening leads to better reading. (JM)

ABSTRACT 21037

EC 02 1037 ED N.A.
Publ. Date 69 180p.
Wagner, Rudolph F.
Teaching Phonics with Success.
EDRS not available
Mafex Associates, Inc., Box 519, Johnstown, Pennsylvania 15907.

Descriptors: exceptional child education; aurally handicapped; speech handicapped; auditory training; phonics; reading instruction; instructional materials; speech therapy; teaching guides; learning activities; educational games

Written for professional as well as lay people, the manual explores the teaching of phonics from both a theoretical and practical standpoint. Introductory material includes an explanation of the nature, function, limitations, and scientific aspects of phonetics. Individual differences in children are treated as well as motivational factors in reading and phonetics. Auditory training is defined with attention to auditory and acoustic impressions and sound discrimination. Activities provided for giving auditory training are rhymes, jingles, singing, foreign words, and outdoor activities. Information is given on speech problems which might be encountered in the classroom, with suggestions for encouraging good speech. A large section of the manual is devoted to activities for teaching phonetics. Complete instructions and/or reference materials for all teaching activities are given. (JB)

ABSTRACT 21100

EC 02 1100 ED 029 773
Publ. Date Apr 69 17p.
Klein, Isobel; Marsh, Helen R.
Identification and Remediation of Perceptual Handicaps in Learning to Read. Final Report.
Glen Cove School District, New York
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-1-7-078015-2986
BR-7-8015

Descriptors: exceptional child research; perception tests; perceptual development; reading achievement; reading diagnosis; reading improvement; reading research; retarded readers; visual perception; word recognition; remedial reading

Results of an investigation of the effects of perceptual training upon selected measures of reading achievement are reported. Subjects were 87 second-grade children of average intelligence who had evidenced reading difficulties as well as perceptual deficits. They were chosen from the Glen Cove, New York, school district on the basis of their performance on the following tests: the Lorge-Thorndike Intelligence Scale; the Wechsler Intelligence Scale for Children (WISC); the Stanford Reading Test, Word Recognition section; and the Frostig Developmental Test of Visual Perception. Subjects were divided into three matched groups: a group that received 25 minutes of perceptual training twice a week, a group that received traditional remediation for the same length of time, and a control group. An analysis of variance of the reading achievement scores showed no significant differences before treatment. A t-test revealed that the remedial reading group post-test scores were significantly higher (.05 level) than those of either the control group or the perceptual training group. An analysis of variance of the Frostig data showed no significant differences between the means of the three groups. No distinctive WISC subtest patterns for retarded

readers were noted. References are included. (WB)

ABSTRACT 21222

EC 02 1222 ED 011 493
Publ. Date 19 Nov 66 22p.
Botel, Morton
Methods and Systems for Teaching Dyslexic Pupils.
EDRS mf,hc

Descriptors: exceptional child research; tests; reading; learning disabilities; teaching methods; reading difficulty; reading tests; reading level; reading research; reading achievement; developmental reading; instructional programs; retarded readers; elementary grades; school orientation; special services; dyslexia; Botel Reading Inventory

The reading and spelling performances of pupils attending a program in reading were studied to discover which reading methods or combinations of methods were superior for dyslexics in clinical and classroom situations and which methods were appropriate for dyslexic and normal pupils with minor reading disabilities. The subjects were 722 pupils in grades 2 through 6 in the Pennridge School in Bucks County, Pennsylvania. Semirural, White, middle-class children, with an average intelligence of 106 as measured by a group test in kindergarten or first grade attend the school. Special small-group instruction is provided for the lowest 10 percent of the pupils in the summer. An opportunity class is conducted for slow learners. Tests administered were the Botel Reading Inventory and the reading and spelling tests of the Science Research Associates Battery. Data were analyzed by reading levels, grade equivalent scores, and expected and achieved median scores. The average range was six to seven levels of pupil performance at each grade level. By fifth grade, there were no pupils reading as low as beginning second-reader level. By sixth grade, none were reading as low as beginning third-reader level. The author suggests that dyslexia can be anticipated and minimized within a good developmental reading program. A description of the instructional program, references, and tables are provided. (BK)

ABSTRACT 21223

EC 02 1223 ED 011 494
Publ. Date 66 90p.
Russell, Earl V.; Thompson, Charles L.
Establishing a Reading Center, A Handbook on Remedial and Corrective Reading Instruction.
North Carolina Advancement School, Winston-Salem
EDRS mf,hc

Descriptors: exceptional child education; reading; administration; teaching methods; instructional materials; underachievers; student evaluation; grouping (instructional purposes); teaching techniques; educational finance; program administration; reading centers; reading instruction; reading improvement; remedial reading; reading tests; diagnostic tests; inservice teacher education; instructional aids; reading materials; concept teaching; North Carolina Advancement School; Winston-Salem

The methods and materials used by the North Carolina Advancement School for teaching remedial and corrective reading to underachieving eighth-grade boys are described. The authors believe the pattern of diagnosis, grouping, instruction, assessment, and regrouping is central to determining the causes of poor academic performance among students of normal or superior intelligence. Some of the areas discussed are principles of corrective and remedial instruction, suggestions on administrative procedure in establishing a reading center, diagnosis, grouping, what to teach, the lesson plan, special teaching techniques (such as allowing students to teach and purposely making mistakes), and the costs of a reading center. Appendixes provide information on reading achievement tests, basal reading series and additional reading materials, skills-grade level chart, special reading skills for each academic area, packaged materials, interest inventory equipment, sample lesson plans, the roles of the participants in a remedial reading program, and important books on reading instruction. (RH)

ABSTRACT 21304

EC 02 1304 ED 031 366
Publ. Date Mar 69 27p.
Shedd, Charles L.
Some Exploratory Studies on the Clinical Management of Dyslexia.
EDRS mf,hc
Paper Presented At The Association For Children With Learning Disabilities Conference (Fort Worth, Texas, March 6-8, 1969).

Descriptors: exceptional child education; teaching methods; reading; clinics; dyslexia; instructional materials; learning disabilities; multisensory learning; tutorial programs; program planning; material development

Problems concerning dyslexia are specified, suggestions for working with dyslexics are made, and a number of programs to serve as models to be improved upon are described. The major problem noted is the development of materials and procedures that can be used effectively with dyslexics. Emphasis is placed on decoding procedures such as reading from left to right, training in letter-sound correspondence, training in sound discrimination and training in blending. It is stated that hearing sounds accurately is important in producing the sounds orally or in writing. Critical ingredients of clinical management of dyslexics pointed out are one-to-one instruction, a multisensory approach, and highly structured material. The beliefs that instructors who carry on the tutorial work do not need to be highly trained, and that there is no need for additional equipment such as machines and special games are presented. No one method is specified; it is recommended that a variety of environmental, emotional, and intellectual situations be employed so that modifications, variations, and alterations can be made whenever necessary. References are included. (RT)

ABSTRACT 21750

EC 02 1750 ED 035 129
Publ. Date 68 104p.
McLeod, Pierce H.
The Undeveloped Learner; A Developmental-Corrective Reading Program for Classroom Teachers.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75).

Descriptors: exceptional child education; learning disabilities; interpretation; educational needs; inservice teacher education; identification; teaching methods; student evaluation; test records (forms); auditory training; perceptual motor learning; perceptual motor coordination; remedial reading; educational diagnosis

A program for undeveloped learners is described and includes instructional models and testing methods for discovering these children. The instructional needs of the undeveloped learner and some methods of meeting those needs are discussed; those mentioned are auditory and visual-motor learning, auditory skill development activity, motor, occular-motor, and visual motor patterning, developing word recognition skills, and developing visual skill activities. The instructional methods, materials, and organization, program evaluation, and teacher inservice education are considered. The teacher's handbook concerning plastic overlays, motor patterning, posture, eye movement, listening post, handwriting, reversals, visual teaching, vocabulary development, rote phonics, models for tracing (V.A.K.T.), word study, word learning, Tachist-O-Flasher, word file, structural analysis, directed reading, and oral reading is provided. (JM)

ABSTRACT 21780

EC 02 1780 ED 035 159
Publ. Date 69 492p.
Wold, Robert M., Ed.
Visual and Perceptual Aspects for the Achieving and Underachieving Child.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place N. E., Seattle, Washington 98105.

Descriptors: exceptional child education; visual perception; perceptually handicapped; learning disabilities; identification; underachievers; interdisciplinary approach; optometrists; dyslexia; eye hand coordination; eye movements; lateral dominance; drug therapy; teaching methods; perception tests; perceptual motor coordination

Twenty-five articles, grouped as either theory, interprofessional coordination

and cooperation, or testing and remediation, consider perception and achievement. Discussions of the following topics are included: why children don't read better, the myth or reality of dyslexia, visual development, developmental testing and training, the role of vision in achievement and learning disabilities, dyschriesopia, near binocular performance, dominance, interprofessional relationships, school vision programs, school screening, optometry, the role of the optometrist, and the role of the National Society for Vision and Perception Training. Also considered are the Winter Haven Program and the team approach, eye movements and eye-hand coordination, phrase reading, the perception of phrases, visual memory, the development of directionality and perception, the treatment of strephosymbolia, a perceptual motor program, perceptual training, drug therapy in minimal brain dysfunction, and disability terminology. (RJ)

ABSTRACT 21906

EC 02 1906 ED N.A.
Publ. Date (68) 166p.
Elwyn Institute Curriculum for the Mentally Handicapped: Reading.
Elwyn Institute, Pennsylvania
EDRS not available
Elwyn Educational Materials Center, Elwyn Institute, Elwyn, Pennsylvania 19063.

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; instructional materials; reading; spelling; elementary grades; writing; kindergarten; Elwyn Institute (Elwyn, Pennsylvania)

The reading curriculum guide for the mentally handicapped used at the Elwyn Institute (Elwyn, Pennsylvania) presents in outline form curriculum areas, suggested teaching methods, and material. The primary section (kindergarten through second grade) covers auditory skills, visual skills, tactile skills, sense of smell, motor skills, integrating skills, language development, sight words, and phonetic analysis. The intermediate section (second and third grades) and the advanced section (third through fifth grades) each treat two areas: functional reading and the mechanics of reading. Separate sections present spelling and cursive writing. (MS)

ABSTRACT 21960

EC 02 1960 ED 036 939
Publ. Date Jan 70 570p.
Harris, Albert J.
How to Increase Reading Ability; A Guide to Developmental and Remedial Methods.
EDRS not available
David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 ($8.50).

Descriptors: reading; reading instruction; teaching methods; reading diagnosis; remedial instruction; reading difficulty; remedial reading; reading readiness; dyslexia; individual needs; group instruction; student evaluation; learning disabilities; word recognition; reading comprehension; reading interests; reading speed

Intended for beginning students concerned with reading instruction as well as for graduate students, reading teachers, or remedial specialists, the text deals with the overall classroom program, methods for evaluating and diagnosing group and individual needs, and developmental and remedial teaching of specific skills. Chapters explore the following subjects: reading and reading disability, readiness, how children start to read, continuing reading growth, meeting individual needs, group instruction, evaluating performance, causes of reading disabilities, principles of remedial reading, developing word recognition skills, overcoming difficulties in word recognition, developing understanding, fostering reading interests and tastes, and improving reading rate. Appendixes include an alphabetical list of tests, a graded list of books for remedial reading, a list of publishers and addresses, and Stone's revision of the Dale List of 769 Easy Words. (RJ)

ABSTRACT 22045

EC 02 2045 ED N.A.
Publ. Date 69 447p.
Kaluger, George; Kolson, Clifford J.
Reading and Learning Disabilities.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; learning disabilities; reading difficulty; educational diagnosis; learning processes; remedial reading; remedial instruction; language skills; study skills

The detailed manual deals with diagnostic techniques and program suggestions for learning disabilities. Areas discussed are the reading and learning process, determinants of learning patterns, the nature of reading and learning disabilities, the learner and symptoms of disabilities, informal diagnosis of abilities, specific diagnosis of disabilities, and programing for teaching reading. Other topics considered are remediation of reading skills and tactile, aural-verbal, and visual skills, remediation of perceptual motor and cognitive abilities, severe learning disorders, understanding phonics, the visual approach to word recognition skills, comprehension and content areas, vocabulary building, and study skills and interest. (JM)

ABSTRACT 22105

EC 02 2105 ED 035 529
Publ. Date (69) 51p.
Reed, James C. And Others
Teaching Reading to Brain-Damaged Children: A Review.
Tufts University, Medford, Massachusetts, School Of Medicine
EDRS mf,hc

Descriptors: exceptional child research; clinical diagnosis; educational diagnosis; etiology; exceptional child education; neurological defects; research reviews (publications); reading instruction; reading research; research methodology

The literature on teaching reading to brain-damaged children was reviewed for the period 1960 to 1970. Only nine articles represented experimental investigations of the problem. These articles were examined with respect to the adequacy of reporting information and data concerning the diagnosis of brain damage. The criteria for diagnosing brain damage were generally inadequate or nonexistent. There was little evidence to suggest that children with chronic neurological impairment at the level of the cerebral hemispheres require or benefit from teaching procedures which differ from those used for reading retardates without brain damage. Advantages and limitations of various neurological tests are discussed. Recommendations are made for standards to be followed in documenting brain damage in research studies on the teaching of reading to brain-damaged children. A bibliography is included. (Author/CM)

ABSTRACT 22144

EC 02 2144 ED N.A.
Publ. Date 70 334p.
Singer, Harry, Ed.; Ruddell, Robert B., Ed.
Theoretical Models and Processes of Reading.
EDRS not available
International Reading Association, Six Tyre Avenue, Newark, Delaware 19711.

Descriptors: educational research; reading; reading processes; reading research; learning theories; models; reading speed; psycholinguistics; language development; cognitive processes

Papers included were presented at the annual convention of the International Reading Association in May, 1969. Topics deal with language acquisition and the reading process, modes of word recognition, models of perceptual processes in reading, affective factors in reading, reading as a cognitive function, and implications for teaching and research of some theoretical models of reading. Each of the above topics includes a paper reacting to it. Additional areas of concern are the substrata-factor theory of reading, a developmental model of speed of reading in grade three through six, a theory of language, speech, and writing, psycholinguistic implications for a systems of communication model, the psycholinguistic guessing game of reading, a reading competency model, the nature of reading, reading as an intentional behavior, and learning to read. (JM)

ABSTRACT 22147

EC 02 2147 ED N.A.
Publ. Date 69 44p.
Slingerland, Beth H. And Others
Meeting the Needs of Dyslexic Children, and Others. Reprint Collection No. 2.
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Rafael, California 94901.

Descriptors: exceptional child education; learning disabilities; dyslexia; vocabulary development; reading instruction; psychomotor skills; auditory discrimination; perceptual motor coordination

Articles focusing on learning disabilities concern meeting needs of dyslexic children, approaches to overcome reading reversals, vocabulary enrichment, basic motor activities, and the use of rhythmic patterning. Making words meaningful, the acquisition of listening skills, the neurological-impress reading technique, inaccurate readers, and perceptual techniques and materials are also discussed. All articles are reprinted from out of print issues of Academic Therapy Quarterly. (RJ)

ABSTRACT 22148

EC 02 2148 ED N.A.
Publ. Date 70 132p.
Johnson, Marjorie Seddon, Ed.; Kress, Roy A., Ed.
Reading Difficulties: Classroom and Clinic. Proceedings of the 1968 Annual Reading Institute (Temple University, Philadelphia, Pennsylvania, Jan 22-26, 1968).
EDRS not available
Department Of Psychology, Temple University, Broad Street And Montgomery Avenue, Philadelphia, Pennsylvania 19122 ($4.00).

Descriptors: exceptional child education; dyslexia; learning disabilities; reading instruction; identification; language development; cognitive processes; perception; cultural factors; prevention; emotional problems

An attempt to put into perspective the problems involved in mastering reading, the text contains a compilation of papers presented at a reading institute. Topics covered are the following: identifying problem readers in the classroom, factors in reading difficulties, perceptual bases of language learning, perception and reading, the cognitive domain in language learning and reading disability, and experiential/sociological bases for language learning. Also discussed are cultural factors in reading disability, reading disabilities in various countries, prevention and correction, development of a comprehensive preventive program, and emotional influences in learning disability. Flexibility in reading, a new approach to reading for institutionalized delinquents, and reading difficulties are explored. (RJ)

ABSTRACT 22246

EC 02 2246 ED N.A.
Publ. Date 66 75p.
Rawson, Margaret B., Ed.
Bulletin of the Orton Society.
Orton Society, Inc., Pomfret, Connecticut
EDRS not available
Bulletin Of The Orton Society; V16 P1-74 1966

Descriptors: exceptional child education; learning disabilities; dyslexia; cerebral dominance; predictive measurement; followup studies; speech handicaps

A group of articles on reading problems includes the following: early prediction of reading failure, prediction of dyslexia, and a followup study of dyslexic and nondyslexic boys identified between 1930 and 1947. Also discussed are the problem of cerebral dominance, reading and speech problems as expressions of language disability, and ego identity and the dyslexic child. (RJ)

ABSTRACT 22263

EC 02 2263 ED N.A.
Publ. Date 69 72p.
Smith, Carl B.
Correcting Reading Problems in the Classroom. Target Series Book Four--The Classroom Teacher.
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; reading; reading difficulty; reading programs; program planning; remedial reading; reading diagnosis; classroom techniques; remedial instruction; teaching methods; learning disabilities

Designed to aid the classroom teacher in preventing and overcoming reading difficulties, the monograph discusses identification of skill deficiencies, treatment techniques, and classroom organization to achieve more effective treatment. Information is provided on the diagnosis of reading problems in the classroom. Methods of working with groups and individuals to correct reading problems are described. Classroom techniques for correcting specific problems are outlined. The appendixes include techniques for classroom diagnosis of reading problems. Other monographs in this series on reading disabilities are directed toward the principal, the reading specialist, and the administrator. (MS)

ABSTRACT 22312

EC 02 2312 ED N.A.
Publ. Date 70 138p.
DeBoer, Dorothy L., Ed.
Reading Diagnosis and Evaluation. Proceedings of the Thirteenth Annual Convention of the International Reading Association (Boston, Massachusetts, April, 1968).
International Reading Association, Newark, Delaware
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; reading difficulty; educational diagnosis; reading diagnosis; reading tests; identification; diagnostic tests; evaluation techniques; reading readiness; diagnostic teaching

Included in the collection are papers discussing the classroom teacher as diagnostician, identification of the disabled reader, determining consequential factors in diagnosis, early identification of severe reading disability, kindergarten protocols of failing readers, and use of the Illinois Test of Psycholinguistic Abilities as a readiness measure. Additional concern is placed on reading tests as administered by the teacher, tests from the past, present, and the future, the testing needs of the future, use of the Cloze Procedure for testing, the functional use of standardized reading tests, and oral versus silent-oral diagnosis. Articles also describe methods for making the best use of informal inventories, reappraising the criteria for interpreting informal inventories, the use of individualized reading in diagnosis, the discovery and measurement of reading interests, and diagnostic teaching in the classroom. (JM)

ABSTRACT 22313

EC 02 2313 ED N.A.
Publ. Date 70 276p.
Durr, William K., Ed.
Reading Difficulties: Diagnosis, Correction, and Remediation. Selected Convention Papers.
International Reading Association, Newark, Delaware
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; conference reports; reading; remedial reading; reading difficulty; reading instruction; reading programs; reading research; informal reading inventory; disadvantaged youth; reading materials; summer programs; reading diagnosis; test validity; teaching methods; dyslexia

Papers selected from a convention of the International Reading Association are presented. Topics of the 28 papers include various factors associated with reading difficulties, informal diagnostic procedures, correction of reading problems in the classroom (including problems of the inner city schools), and remedial programs of the reading specialist. (MS)

ABSTRACT 22559

EC 02 2559 ED N.A.
Publ. Date 43 349p.
Fernald, Grace M.
Remedial Techniques in Basic School Subjects.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036.

Descriptors: exceptional child education; reading difficulty; psychological studies; remedial instruction; remedial courses; emotional adjustment; reading instruction; spelling instruction; mathematics instruction; mentally handicapped; case studies (education); educational methods

The volume presents a report of psychological experiments in which the development of skills in basic school subjects was the main objective from which experiments a successful method of teaching non-readers was formulated.

Included are discussions of the aims of clinical psychology and the clinic school which provided the setting for experimental work in formulating and testing remedial methods and the problems of emotional adjustment related to disabilities in the basic school skills. Described are methods of teaching reading including discussions of reading disabilities of varying degrees, application of remedial techniques to group work and elementary school education, results of work in the clinic school, and causal theories of reading disability. Also dealt with are the factors related to spelling disabilities and methods of teaching spelling, reasons for failure in arithmetic, a remedial procedure, and the application of remedial techniques to the mental defective. Specific case studies from the author's own work with reading disabilities are presented, and an appendix includes discussion of individual differences in imagery and the work of certain other investigators in reading disability. (JM)

ABSTRACT 22767

EC 02 2767 ED N.A.
Publ. Date 64 52p.
Streng, Alice
Reading for Deaf Children. The Pennsylvania School for the Deaf Education Workshop, Book III.
Wisconsin University, Milwaukee
EDRS not available
Alexander Graham Bell Association For The Deaf, 1537 35th Street, N. W., Washington, D. C. 20007.

Descriptors: exceptional child education; aurally handicapped; reading skills; reading materials; reading instruction; experience charts; reading comprehension; vocabulary development; deaf; language arts; lesson plans; teaching methods

The proceedings of a workshop conducted by Alice Streng centers around methods and concerns in teaching reading to deaf children. An investigation of the basic factors in learning to read considers the reading process including visual and auditory discrimination, neurological integration, mental maturity, memory span, ability to see relationships, experience and background, interest to read and language facility. Vocabulary development is described along with suggestions for organizing vocabulary acquisition. Methods to help deaf children master the use of personification, simile, metaphor, and idiomatic expressions are presented. The need for teachers to prepare or locate adequate reading materials is indicated with specific suggestions for the use of experience charts. An outline of a reading demonstration consists of the methods used while the actual story appears in the appendix along with followup activities and skill checking devices. (WW)

ABSTRACT 22845

EC 02 2845 ED N.A.
Publ. Date 65 97p.
Root, Jane H., Comp., And Ed.
Diagnostic Teaching: Methods and Materials.
Syracuse University, New York, School Of Education
EDRS not available
Syracuse University Press, Box 87, University Station, Syracuse, New York 13210 ($1.50).

Descriptors: exceptional child education; reading; teaching methods; grouping (instructional purposes); reading instruction; reading diagnosis; dyslexia; college students; remedial reading; thought processes; study skills; diagnostic teaching

Papers selected from the Sixth Annual Reading Conference of Syracuse University suggest ways to make the teaching of reading more precise and more successful. Individual speaker's topics include a discussion of diagnostic teaching in the primary grades, a review of diagnostic teaching in the junior high school, methods for teacher diagnosis of reading problems in grades K-12, the consequences of what has been learned yesterday and how it influences today's teaching, and a discussion of differential diagnosis in children with reading retardation. Other speakers cover the following subjects: ideas on the exploration of new frontiers through new materials in reading, skills used in reading for information in social studies materials, characteristics of good reading programs, case study presentations and their implication for remedial reading, college student reading and study skill problems and how they can best be resolved, and the role of language in thinking. (LE)

ABSTRACT 22890

EC 02 2890 ED N.A.
Publ. Date 69 184p.
Dechant, Emerald
Linguistics, Phonics, and the Teaching of Reading.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($12.50).

Descriptors: exceptional child education; reading instruction: linguistics; phonics; reading processes; beginning reading; word recognition; auditory discrimination; visual discrimination; structural analysis; teaching techniques

Directed to the classroom teacher, the text guides the teacher in helping the pupil to develop a coding system, and suggests how the program of linguistic phonics can be organized in the classroom so that the pupil can learn to break the code. Topics discussed include an introduction to linguistic phonics; developing auditory and visual discrimination; teaching beginning and end consonant sounds, short-vowel sounds, consonant blends, speech consonants, long vowels, and structural-analysis; miscellanea of silent letters, and common sight words; and materials for teaching linguistic and phonic skills. The text shows how to teach the pupil to associate specific letters in words with specific sounds through experiencing the whole word in various structured contexts. There is no analysis of individual sounds as occurs in many phonic systems. (Author/GD)

ABSTRACT 23093

EC 02 3093 ED N.A.
Publ. Date 68 48p.
Garten, Muriel Kathryn, Comp.
A Resource Booklet of Instructional Materials: An Annotated Bibliography of Resources for the Teaching of Reading with Special Applicability to Students with Learning Disabilities.
EDRS not available
Center For Educational Services And Research, 845 Fox Meadow Road, Yorktown Heights, New York 10598 ($3.00).

Descriptors: exceptional child education; instructional materials; reading; learning disabilities; annotated bibliographies; bibliographies; tests

Annotations are provided for instructional materials useful in teaching reading to children with learning disabilities, from the readiness level through senior high school. Test and measurement instruments are also cited and annotated as are professional resources. (JD)

ABSTRACT 23112

EC 02 3112 ED N.A.
Publ. Date 67 372p.
Chall, Jeanne
Learning to Read: The Great Debate.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; reading difficulty; educational methods; basic reading; reading programs; experimental programs; reading improvement; beginning reading

In discussing the crisis in beginning reading problems, the text analyzes the conventional reading program and experimental concepts, research on beginning reading, experimental approaches, the necessity of the alphabet, and reading failure. Additional topics presented are the worth of the basal reading series, the classroom reading situation, the need for change in reading instruction, and recommendations for future reading programs. Included are a bibliography, lists of reading programs, and appendixes with 22 beginning reading programs and study schedules. (JM)

ABSTRACT 23380

EC 02 3380 ED 014 406
Publ. Date May 67 771p.
Blake, Kathryn And Others
Learning of Basal Reading Skills by Mentally Handicapped and Non-Mentally Handicapped Pupils. Final Report.
Georgia University, Athens
EDRS mf,hc
PROJ-5-0391
OEG-32-20-0450-1032

Descriptors: exceptional child research; mentally handicapped; gifted; reading; reading skills; reading achievement; cognitive processes; basic reading; elementary school students; phonetic analysis;

structural analysis; language skills; reading comprehension; Scott Foresman New Basic Readers

The study was designed to investigate achievement in basal reading skills by mentally handicapped, intellectually normal, and superior pupils taught with the Scott, Foresman New Basic Readers Series at reading instructional levels 2, 3, 4, and 5. Procedures varied, but all children spent from 1 1/4 to 1 1/2 hours daily in basal reading activities. Subjects were 947 public school pupils. Twenty tests were developed to assess 50 basal reading skills. Hierarchical sequences of basal reading skills based on level of complexity were determined (in phonetic analysis, structural analysis, dictionary, word functions, and comprehension), and the intellectual process involved in learning each skill was identified (associative memory, conceptualization, verbal meaning, and reasoning). In the majority of skills, the mentally handicapped, normal, and superior groups did not differ in rate of acquisition during the seven-month instructional period. For a majority of skills within each group, there was a significant linear trend (indicating improvement in skill achievement from grades 2 to 5) in the means at each of the instructional levels. Appendixes contain additional tables and figures, tests used, descriptions of skills, and statistical data. (TM)

ABSTRACT 23461

EC 02 3461 ED 041 423
Publ. Date 70 136p.
Smith, Carl B. And Others
Treating Reading Difficulties.
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C.
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.50).

Descriptors: exceptional child education; reading difficulty; educational diagnosis; remedial instruction; administrator role; principals; teacher role; reading consultants; reading programs; educational methods

Introduced by a look at the general problem of reading difficulties, the text discusses the roles of the principal, teacher, specialist, and administrator in treating the problem. The principal's responsibility, identification, home and family influence, environmental improvement, evaluating reading skills, leadership, and case studies of successful programs are described. Also examined are primary learning difficulties and current approaches to the problem, establishing a clinic program, University Reading Clinics, and a sample book list for a reading clinic. Classroom techniques are suggested for diagnosing reading problems, correction in groups and individually, and correction of specific problems found by diagnosis. The role of the specialist is also established for the diagnosis and treatment of reading problems. Methods of handling reading disability within a school are presented, and procedures are illustrated for establishing a program and correcting specific reading skills. (JM)

ABSTRACT 23513

EC 02 3513 ED N.A.
Publ. Date 68 146p.
Kolson, Clifford J.; Kaluger, George
Clinical Aspects of Remedial Reading.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75).

Descriptors: exceptional child education; reading difficulty; remedial reading; reading clinics; reading diagnosis; reading instruction; teaching methods; reading materials; learning disabilities; reading consultants; program planning

Serving as a textbook and a reference source, the book describes causes, types, and symptoms of reading disabilities and suggests techniques for diagnosis and remediation. Teaching methods used with the normal achiever are described. Identification and categorization of the disabled reader are discussed. Procedures for setting up public school, university, and commercial reading clinics are provided including guidelines for staff, materials and training programs for reading clinicians. A glossary is included. (MS)

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